



Division of Innovation and Effectiveness Office of School Transformation

2015-16 Challenge to Achieve Plan

Identification Status:	State Priority	
Year of cohort or identification:	2014-2015	
Date of submission:	Friday, August 7, 2015	
Is this a revision?	No	
School:	Bishopville Primary School	
District:	Lee County School District	
Responsible Party	Print Name	Signature
Principal:	Lei F. Washington	
Title I Coordinator or District Liaison:	Dr. Mary Hallums	
Superintendent:	Dr. Wanda Andrews	

School/District Information

School name:	Bishopville Primary School
School telephone number:	803-484-9475
School mailing address:	603 North Dennis Avenue, Bishopville, South Carolina 29010
School website URL:	http://leebps.sharpschool.net/
Year current building was built:	1956 ; addition in 1986
School district:	Lee County School District
Principal:	Lei F. Washington
Number of years principal at school:	7
Number of principals in previous five years:	1
Superintendent:	Dr. Wanda Andrews
Number of years as superintendent in district:	2
Number of superintendents in previous five years:	2
School Board of Trustees Chairperson:	Sanya Moses
Number of years as chairperson:	7
Number of members of School Board of Trustees:	7
Average salary of certified staff (teachers, counselors, media specialist, etc.) in this school (excluding principal):	\$41,208.00
Average salary of principals in district:	\$70, 295.00
Average salary of district-level administrators:	

Background Information

Intervention Statement	<p>Provide a description of what indicators led to the identification of your school for intervention.</p>	<p>The data shows there is a high turnover with the instructional staff at Bishopville Primary School. Out of 35 teachers during the 2013-2014 school year, 51.4% of teachers had advanced degrees which were down from 60.5% of the teachers having advanced degrees during the 2012-2013 school year.</p> <p>The average teacher salary was down 0.3%.</p> <p>The character development program dropped from "Good" to "Average".</p> <p>The dollars spent per pupil was decreased by 9.3%.</p> <p>Using multiple resources such as school report card, benchmarks, MAP and other assessment results, there is substantial evidence to show the following areas were contributing factors to the school being identified: student achievement and teacher quality.</p> <p>The principal was absent from school due to FMLA over 9 weeks during the 2013-2014 school year.</p> <p>Sixty percent of the teachers responsible for teaching 3rd and 4th grades were novice teachers.</p> <p>The organizational structure of the school consisted of having 3rd and 4th grade students on the main campus and the 5th grade students at Lee Central Middle School.</p>
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Description of Root Causes	Summarize data relative to the root causes of your school's underperformance.	<p>The SCPASS test for ELA, Math, Writing, Science and Social Studies served as the baseline data for student achievement. The State of South Carolina Annual School Report Card showed that 53.1% of third and fourth grade students scored Not Met in ELA , 67.8% scored Not Met in math , 75.5% scored Not Met in Science, 49.4% scored Not Met in Social Studies and 46.7% scored Not Met in Writing on the Palmetto Assessment of State Standards (PASS). The school had an absolute rating of "At-Risk" and an overall grade of "F" on the ESEA waiver for federal accountability.</p>
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Turnaround Principle 1: Strong Leadership

School and district leadership team creates a shared vision of student learning and school improvement, provides instructional leadership, ensures the right conditions for student learning and school improvement, and coordinates effective collaboration and communication among all school and community partners.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
Develop and/or revise a unified school vision, mission and goals developed by all stakeholders (administrators, faculty and staff, and community members.)	August 2015- October 2015	Principal and Leadership Team	When asked, 90% of the school community demonstrates deep knowledge and understanding of the school's vision/mission and their role and responsibilities in accomplishing such.	Faculty, staff and community surveys Sign in sheets Volunteer logs Artifacts from newspapers with write ups and photographs	Fall: Winter: Spring:
Practice shared leadership by conducting school improvement meetings, leadership and instructional team meetings	August 2015- June 2016	Principal, Leadership Team, and School Improvement Council Chairperson	When asked, 90% of the stakeholders will be able to communicate how they are a part of the decision making process.	Agendas Sign in sheets Minutes from the Meetings	Fall: Winter: Spring:
Create a climate that is hospitable	August 2015- June 2016	Principal, visitor assistant, all school employees	Using periodic and school report card data, at least 80% of parents and community members are satisfied with the learning environment	Surveys	Fall: Winter: Spring:
Model and monitor instruction	August 2015- June 2016	Principal, Leadership Team, and Reading Coach	100% of teachers will receive instructional feedback.	Observation Summaries Meeting Agendas	Fall: Winter: Spring:
Provide training to parents, school, and community in the establishment of effective SIC and PTO organizations that promote school improvement	August 2015- June 2016	Principal Leadership Team Teachers	A 20% increase in the parent/community participation in the SIC/PTO	Agendas Sign in sheets	Fall: Winter: Spring:

Turnaround Principle 2: Effective Teachers

School and district leaders focus on key areas related to leader and teacher development to improve teacher practice, and create and sustain high levels of learning and achievement for all students. Professional learning opportunities are data-informed to ensure their alignment with student and staff learning needs. A system is in place related to securing and sustaining effective support, evaluation and incentive processes.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
Implement differentiated professional development based on teacher needs, observations, high-stakes testing, student achievement data, and school's vision	September 2015- June 2016	Principal, Coaches, and Leadership Team	80% increase in teacher use of effective research-based instructional practices	Teacher feedback forms, evaluations, ELEOT, learning walks, coaching logs, SLOs	Fall: Winter: Spring:
Provide training in integrating technology into instruction	September 2015- June 2016	District Instructional Technology Coach	80% increase in observed use of technology in lessons taught	Sign in sheets Lesson plans Agendas	Fall: Winter: Spring:
Participate in book study of <i>7 Habits of Highly Effective People</i> and <i>The Leader in Me</i> by Stephen Covey	September 2015- June 2016	Principal and Leadership team	90% teacher participation in blogs and/or discussions	Sign in sheets Reflection sheets Blog responses	Fall: Winter: Spring:
Purchase 70"H Series Interactive Panel televisions with USB HD for classroom instruction	August 2015- December 2015	Principal LCSD technology Bookkeeper	100% of teachers will have an interactive panel in their classrooms	Price quote from vendor, purchase order, use of interactive panels	Fall: Winter: Spring:
Provide training for use of presentation televisions (Clear Touch)	September 2015- June 2016	Principal Clear Touch representative	80% of teachers will use the interactive panels in instruction	Sign in sheets Lesson plans Agendas	Fall: Winter: Spring:
Purchase printers for classroom teachers without printers	August 2015- December 2015	Principal LCSD technology Bookkeeper	100% of teachers will have an interactive panel in their classrooms	Price quote from vendor, purchase order, use of printers	Fall: Winter: Spring:
Implement a comprehensive performance evaluation system (SLO) and ELEOT observation tool to support and measure staff performance and its impact on student learning.	September 2015- June 2016	Principal and Leadership team	25% increase in observed use/implementation of research based instructional practices in classrooms each quarter	Teacher feedback forms, evaluations, ELEOT, learning walks, coaching logs. SLOs	Fall: Winter: Spring:

Provide monthly professional development opportunities to promote professional growth and teacher effectiveness	September 2015-June 2016	Principal and Leadership team	95% of teachers will participate in professional development monthly.	Agendas, sign in sheets	Fall: Winter: Spring:
Participate in the <i>Building Capacity through Teacher Leadership Program</i> (SDE)	September 2015-June 2016	Principal and Leadership team	40% increase in benchmark and MAP scores	Agendas, sign in sheets	Fall: Winter: Spring:

Turnaround Principle 3: Redesign of Time for Learning and Collaboration

School time is redesigned to better meet student and staff learning needs specifically to increase time spent on instruction, increase time for teacher collaboration focusing on data-based decision making to improve teaching and learning, increase opportunities for extended learning time, and to provide time for professional learning.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
The master schedule provides time for grade level collaborative planning.	August 2015- June 2016	Principal	90% of teachers will participate in collaborative planning sessions	Sign in sheets, collaborative planning forms, master schedule	Fall: Winter: Spring:
Provide afterschool extended learning opportunities for students based on established criteria	September 2015- March 2016	Principal	80% of afterschool students will have an increase in reading and math	After school attendance sheets, MAP, Benchmarks, classroom assessments	Fall: Winter: Spring:
Participate in the <i>Building Capacity through Teacher Leadership Program</i> (SDE)	September 2015- June 2016	Principal and Leadership team	40% increase in benchmark and MAP scores	Agendas, sign in sheets	Fall: Winter: Spring:
Implement a blended learning approach through the use of Study Island, Accelerated Reader, AR360, Star Reading and Star Math	September 2015- June 2016	Principal and Leadership team	40% increase in benchmark and MAP scores, SCPASS scores	Test data	Fall: Winter: Spring:
Provide Saturday instructional planning and collaboration for teachers with the use of instructional coaches	September 2015- June 2016	Principal and Leadership team	50% increase in teacher collaboration , designing and planning of lessons and assessments	Published schedule , team agenda and summary notes, lesson plans and teacher reports	Fall: Winter: Spring:

Turnaround Principle 4: Aligned and Rigorous Instruction (curriculum, instruction and assessment)

The school/district develops and implements standards aligned curricula, instruction, and assessment practices, along with academic interventions, that are rigorous and intentionally designed to graduate students with world class knowledge, world class skills and the life and career characteristics needed to succeed in a 21st century global marketplace.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
Implement a research-based lesson framework aligned to standards.	August 2015- June 2016	Principal , teachers	100% of teacher will use the framework to ensure lessons have a beginning, middle and end.	Curriculum boards, lesson plans, observations	Fall: Winter: Spring:
Implement guided math with fidelity	August 2015- June 2016	Principal , teachers	20% increase in math test scores	Lesson plans	Fall: Winter: Spring:
Use research-based reading strategies and instructional practices focused on guided reading	August 2015- June 2016	Principal, teachers, reading coach	20% increase in reading test scores	Rubrics, Benchmarks, Curriculum boards, lesson plans, observations	Fall: Winter: Spring:
Use research-based writing strategies to practice independent and guided writing	August 2015- June 2016	Principal , teachers	20% increase in writing scores	Rubrics, Benchmarks, Curriculum boards, lesson plans, observations	Fall: Winter: Spring:
Purchase FOSS Kits to align with South Carolina Science Standards	August 2015- June 2016	Principal , bookkeeper	20% increase in science scores	List of kits purchased	Fall: Winter: Spring:
Utilize a multi-tiered support system to meet the academic and behavioral health needs of all students	August 2015- June 2016	Principal , teachers, nurse, social workers, school psychologist	30% decrease in students receiving Tier 3 services	Universal screening forms	Fall: Winter: Spring:
Teachers will design, plan and submit weekly lesson plans aligning standards,	August 2015- June 2016	Principal , teachers	30% increase in reading comprehension and	Lesson plan binder for 2015-2016,	Fall: Winter:

instruction and assessment			achievement levels	assessments, collaborative planning sheets	Spring:
Create 2 science labs to enhance students scientific inquiry skills	August 2015- June 2016	Principal, teachers	20% increase in students inquiry skills	Science benchmark, state assessment	Fall: Winter: Spring:
Integrate project-based learning across the content areas	August 2015- June 2016	Principal, teachers	30% increase in project-based products from students	Projects with rubrics	Fall: Winter: Spring:
Purchase color-coded marbled journals for writing, reading, math, social studies and science	August 2015- June 2016	Principal, bookkeeper	90%Increase in student interactive approach to learning	List of items purchased	Fall: Winter: Spring:
Purchase Fountas and Pinnell leveled text sets	August 2015- June 2016	Principal, bookkeeper	20% increase in reading comprehension and achievement levels	List of items purchased	Fall: Winter: Spring:
Purchase book baskets for leveled text sets	August 2015- June 2016	Principal, bookkeeper	20% increase in reading comprehension and achievement levels	List of items purchased	Fall: Winter: Spring:
Purchase Science Studies Weekly	August 2015- June 2016	Principal, bookkeeper	20% increase in reading comprehension and achievement levels	List of items purchased	Fall: Winter: Spring:
Purchase USA Studies Weekly	August 2015- June 2016	Principal, bookkeeper	20% increase in reading comprehension and achievement levels	List of items purchased	Fall: Winter: Spring:
Provide grade level and/or school-wide field study activities, motivational activities and service learning projects	August 2015- June 2016	Principal Leadership team	90% of students will participate in at least one field study activity and service learning project for exposure to real-life connections to the curriculum	Permission slips and student journals	Fall: Winter: Spring:

Turnaround Principle 5: Data to Inform Instruction and Improvement

An assessment system is in place for collecting and analyzing relevant student performance data at the district, school and classroom levels and includes an early warning system to identify students who are struggling, then provide them with appropriate supports. Student achievement and progress toward school turnaround goals are monitored and used to inform school and district practices.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
Develop and use school-wide progress monitoring tools and other forms of formative assessments to make data-driven instructional decisions.	August 2015- June 2016	Administration Reading Coach Teachers	70% increase of students reaching established targets.	MAP Case Benchmark DIBELS	Fall: Winter: Spring:
Implement a multi-tiered support system	August 2015- June 2016	Administration Teachers	70% of students making adequate growth in student achievement.	MAP Case Benchmark Classroom Assessments State Assessments	Fall: Winter: Spring:
Use DIBELS <i>Next</i> to identify students who demonstrate a need for tiered intervention	August 2015- June 2016	Administration	70% of students identified for tiered instruction will increase reading achievement.	MAP Case Benchmark Classroom Assessments State Assessments DIBELS and DIBELS <i>Next</i>	Fall: Winter: Spring:
Conduct formative assessments to enable teachers to effectively gauge student progress to inform instructional decisions at the classroom and team levels	September 2015- June 2016	Principal Leadership Team	10, 20 and 50% increase in number of students reaching established targets	Formative assessment measures, state assessments	Fall: Winter: Spring:
Monitor student academics, attendance, and discipline data to identify at-risk students	September 2015- June 2016	Principal Leadership Team	25% decrease in discipline referrals (increase in academic achievement)	Power School Data Educator's Handbook(online)	Fall: Winter: Spring:

Incorporate Educator's Handbook (online reporting system)	September 2015- June 2016	Principal Leadership Team Teachers	25% decrease in discipline referrals (increase in academic achievement)	Power School Data Educator's Handbook(online)	Fall: Winter: Spring:
Conduct MAP and District Benchmark assessments	September 2015- June 2016	Principal Leadership Team Teachers	20% increase in benchmark and MAP scores	Student test data	Fall: Winter: Spring:

Turnaround Principle 6: Student-Centered Environment and Climate

The district and school creates an environment that encourages adult relationships with students, and welcomes, encourages, and connects family and community partners to the school. The school environment is safe, disciplined, student-centered, and addresses other non-academic factors that impact student achievement, such as students' social, emotional, and health needs.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
Participate in book study of 7 Habits of Highly Effective People and The Leader in Me by Stephen Covey	August 2015- June 2016	Administration Leadership Team	90% of teachers will participate in blogs and/or discussions	Sign in sheets Reflection sheets Blog responses	Fall: Winter: Spring:
Build connections between home, school, and the community	August 2015- June 2016	Administration Leadership Team School Improvement	80% increase of parental and community involvement.	volunteer logs, visitor's sign in	Fall: Winter: Spring:
Maintain a safe, orderly, nurturing, and inviting environment	August 2015- June 2016	Visitor's assistant, custodians, teachers	20% decrease in discipline referrals.	Sign in sheets, visitor's log in, surveys	Fall: Winter: Spring:
Continue to acknowledge student achievements, character and accomplishments	August 2015- June 2016	Administration Leadership Team	20% increase of students receiving acknowledgements for achievement, character, and accomplishments.	Principal's Hall of Fame, agenda from awards programs, birthday celebration photographs	Fall: Winter: Spring:
Continue to conduct monthly drills (fire, intruder, etc.)	August 2015- June 2016	Administration Leadership Team	90% of faculty, staff, and students will decrease the length of time to	Monthly drill reports	Fall: Winter: Spring:
Provide incentives for faculty, staff and students for perfect attendance, character, birthdays, achievement, etc.	August 2015- June 2016	Administration Book Keeper	20% increase in faculty, staff, and students satisfaction in culture and climate of the school.	State Report Card Survey	Fall: Winter: Spring:
Implement a student and teacher incentive program using the Thunderbird Prize Patrol	September 2015- June 2016	Principal, teacher and other school staff	30% decrease in discipline infractions	Discipline referral data, Educator's Handbook	Fall: Winter: Spring:
Implement the discipline policy consistently among all classrooms and other school learning environments	Beginning: 09/15 Completion: 06/16	Principal, Teachers and other school	Reduction in disciplinary infractions	Discipline referral data log	Fall: Winter: Spring:

(cafeteria, intervention classes, etc.).		staff			
Provide access to Educator's Handbook- An online response to intervention system that evaluates school programs, identifies students in need of support, and measures intervention outcomes and facilitates the measurement, analysis, and improvement of student behavior.	Beginning: 09/15 Completion: 06/16	Principal, Teachers and other school staff	Reduction in disciplinary infractions	Discipline referral data log	Fall: Winter: Spring:

Turnaround Principle 7: Family and Community Engagement

A family and community engagement plan ensures the active participation of families and community members in the life of the school. Two-way communication with families, community organizations, and businesses is ongoing to support student learning and success.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
Provide effective communication through using School Messenger, newsletters, etc. between school and the home.	August 2015- June 2016	Administration Leadership Team	20% of parents will say they are satisfied with communication between school and home as measured by state report card survey.	Report Card Survey	Fall: Winter: Spring:
Maintain and/or implement student-led parent teacher conferences throughout the school year	August 2015- June 2016	Administration, Parents Students Teachers	70% of family (parents, grandparents, guardian) articulates knowledge of child/student achievement status against grade level expectations and standards	Student portfolio Sign In Sheets	Fall: Winter: Spring:
Partner with agencies such as Santee-Lynches Regional Council of Governments, South Carolina Department of Commerce and Lee County Council on Aging to provide students with mentors	August 2015- June 2016	Administrator	20% increase in parent and community involvement to increase student achievement and positive student behavior.	Discipline referrals Assessments	Fall: Winter: Spring:
Partner with local business to assist with celebration (funding and participation)	August 2015- June 2016	Administrator	20% increase in parent and community involvement to increase student achievement and positive student behavior.	Report Card Survey	Fall: Winter: Spring:
Communicate grade-level/course expectations and individual student achievement status to families.	Beginning: 09/15 Completion: 06/16	Principal, Leadership team, Teacher	Family (parents, grandparents, guardian) articulates knowledge of child/student achievement status against grade level expectations and standards	Survey of random group of parents; Written communication to parents or family members	Fall: Winter: Spring:

Distribute a Monthly Grade Level Newsletter and weekly instructional updates using school messenger.	Beginning: 09/15 Completion:06/16	Principal Media Team	Family (parents, grandparents, guardian) articulates knowledge of child/student achievement status against grade level expectations and standards	Newsletters	Fall: Winter: Spring:
Establish a parent resource room within the school.	Beginning: 09/15 Completion:06/16	Principal Leadership Team Media Specialist	Family (parents, grandparents, guardian) articulates knowledge of child/student achievement status against grade level expectations and standards	Sign-In Logs	Fall: Winter: Spring: